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ABSTRACT

The usefulness of equity theory for understanding the social/motivational dynamics of the classroom was studied. Attention was directed to how faculty (and students) calculate equity and what the consequences may be. A first set of questionnaires was completed by 238 graduate students and 41 faculty members in 56 classes at a large southern state university in 1978, and a brief supplemental questionnaire was completed by participants in 36 classes. The initial questionnaire was partially replicated with 25 faculty and 130 students from a midwestern state university. Equity was defined as occurring when what one gets out of a social relationship over what one puts in is proportional to the outcome over input of some reference standards. Results indicate that equity concerns have a bearing on classroom interaction. The majority (63.6 percent) of graduate students in the midwestern university, for example, reported having previously thought about their classroom experiences in terms of equity, while 45.8 percent of faculty had done so. The results showed that the most likely comparison standard for exchange participants in the teacher-student relationship was generally not the direct exchange partner. Faculty and students made a consistent distinction between the outcome/input ratio of the instructor versus the outcome/input ratio of students. The shared definition of the situation that appears to characterize social exchange in the graduate classroom is that instructors, but not students, are expected to put more in than they get out. Sentiments (e.g., guilt, anger) about the classroom exchange were also assessed. (SW)

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FACULTY MORALE AND PERCEPTIONS OF EQUITY IN THE CLASSROOM

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FACULTY MORALE AND PERCEPTIONS OF EQUITY IN THE CLASSROOM

The teacher-student relationship in formal educational institutions may be viewed as a social exchange. Exchange processes are a key feature of human interaction according to Thibault and Kelley (1959), Homans (1961; 1974) and Blau (1964), among others. In developing an offshoot of exchange theory known as equity theory, J. Stacey Adams (1963; 1965) focused on the potential of exchange processes to be perceived by participants as just or unjust. He suggested the applicability of exchange theory to teacher-student interaction, which like other social exchanges, involves expectations of fair exchange. Homans (1961), too, claimed that the exchange perspective applies to the teacher-student relationship, but did not elaborate. In the many research studies on equity which have appeared since Adams introduced equity theory (see reviews by Walster, et al., 1973; 1975, and by Adams and Freedman, 1976) college students have often been involved as experimental subjects but none of the more than 150 studies reviewed focused directly on equity in the classroom setting. The present study was therefore undertaken to explore the usefulness of equity theory for understanding the social/motivational dynamics of the classroom. We are interested in describing how faculty (and students) calculate equity and what the consequences may be.

Inequity refers to a perceived disproportion in the ratio of what one gets out of a relationship or social situation over what one has put in, as compared to the outcome/input ratio of some reference person or group (Adams, 1962; 1963). In Adams' (1965) formulation of equity theory, exchange participants calculate equity according to the following formula:

$$\frac{O_p}{I_p} : \frac{O_a}{I_a}$$

A person (p) mentally reviews his or her own ratio of outcomes over inputs in comparison to the ratio of another person or group (a). If the person perceives the other's outcome/input ratio to be the same as his or her own, the situation is defined as equitable. If the ratios are perceived as unequal, the situation is inequitable. Inequity may occur when a person's ratio is less favorable than that of another ("deprivation") or when a person has the advantage of a higher outcome/input ratio ("overbenefit").

Homans' formula for how exchange participants determine the fairness of an exchange is similar to that of Adams:

$$\frac{\text{A's rewards - A's costs}}{\text{A's investments}} : \frac{\text{B's rewards - B's costs}}{\text{B's investments}}$$

Investments, like inputs, are what a person brings to an exchange. Persons generally expect some kind of "return" on their investments in a social exchange. Homans' formula differs mainly in specifying rewards and costs as two types of "outcomes." A's rewards are the gratifications A perceives him/herself as receiving in a social exchange. Costs are what is given up in the exchange, and may include foregone rewards presumed obtainable elsewhere, the experience of psychological discomfort, time, money, and so on.

Homans (1961; 1974) argued that dissatisfaction is a consequence of perceived injustice. Equity theory predicts that "when individuals find themselves participating in inequitable relationships they become distressed. The more inequitable the relationship, the more distress they feel" (Berkowitz and Walster, 1975: 242). Participants who consider themselves to be "overbenefited" by a social exchange, according to Adams (1963), feel guilty, while those who experience deprivation become angry. Of particular interest in this paper is the predictive utility of equity perceptions in explaining faculty and student sentiments -- guilt, anger, satisfaction and morale -- about their classroom experiences.

Method of Data Collection

The analyses presented in this paper are based on data from questionnaires administered at two separate universities as part of a larger study of faculty-student interaction in the graduate classroom. Questionnaires were used as the preferred method of data collection (1) because the social perceptions of interest are not directly accessible through behavioral observation (both Homans and Adams define "rewards," "costs," and "investments" or "outcomes" and "inputs" in terms of the subjective assessments made by exchange participants), and (2) because the laboratory experimentation which has typically been used to test equity propositions is too far removed from the actual classroom context and ongoing concerns which we wanted to explore.

A first set of questionnaires was completed by 238 students and 41 faculty members in a random sample of 56 graduate level courses taught at a large state university in the South during the spring term, 1978. The sample was stratified by ten types of academic departments and by sex of instructor. The questionnaires were distributed in class by the researcher and several research assistants during the fourth week of the semester, and mailed back. The faculty response rate was 73.2%; student response rate, 51.5%. The initial student questionnaires were several pages longer than the faculty questionnaires. Unlike faculty members, student respondents were completely anonymous and no follow-up efforts were attempted in this study. A brief supplemental questionnaire with several items pertaining to perceptions of equity was later distributed to students in class and and was also filled out by cooperating faculty members in 36 courses (64.3%) These questionnaires were given out three to four weeks before

the end of the semester, and resulted in 99 completed student questionnaires (i.e., 41.6% of the initial student respondents also completed and returned the second questionnaire).

The initial study was partially replicated at a Midwestern state university in the fall of 1979, with a single questionnaire focused on equity perceptions. This second, similarly stratified, random sample of 29 graduate courses generated completed questionnaires from 25 instructors and 130 students. This time, questionnaires were distributed in class late mid-semester by the instructor of the course and, following directions from the Human Subjects Review Board, it was emphasized that student participation was voluntary. The faculty response rate was higher, at 86.2%; the student response rate, even with a follow-up mailing, went down to 46.2%.

Research Questions and Measures

1) To what extent do equity considerations consciously enter into faculty and student perceptions of social exchange in the classroom?

Respondents were presented with a definition of equity "as occurring when what one gets out of a social relationship over what one puts in is proportional to the outcome over input of some reference standard. Equity occurs for you when: $\frac{\text{Outcomes you experience}}{\text{Your input}} = \frac{\text{Comparison outcomes}}{\text{Comparison inputs}}$." They were then asked how often they have thought about their classroom experiences in such a way before (0 = never, 1 = seldom, 2 = sometimes, 3 = often). Percentages in each response category and mean values for this item were compared. Our initial expectation was that there would be no difference between faculty and students; equity considerations should be equally important to both.

2) Since evaluations of equity in the classroom exchange might be based on various possible reference standards, which social comparisons are most salient to faculty and students?

i. Direct exchange partner in the immediate setting
ii. Peers involved in similar educational exchanges
iii. Own past experience in similar exchanges
iv. An internal ideal standard

Respondents were given the relevant choices, detailed in Table 2, and asked to indicate which would be their main comparison choice in making judgments of equity. Percentages of respondents in each category were compared.

3) How do faculty and students compare on perceived inputs and outcomes?

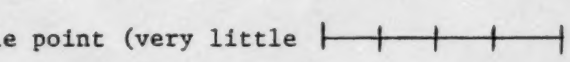
In the initial study at a Southern university faculty and students were simply asked their level of agreement, from 1 = strongly disagree to 6 = strongly agree, with the following four statements:

I have put more into this course than I got out of it.

Students (the instructor) seem(s) to have put more into this course than they (he or she) got out of it.

I put more into this course than any individual students, or, the instructor put more into this course than I have.

Students got more out of this course than I, or, the instructor proba'ly got more out of this course than I did.

In the Midwestern university sample faculty and students were allowed to indicate perceived levels of relevant outcomes and inputs by placing an X on the appropriate scale point (very little  a lot) for a series of comparisons including own immediate outcomes and inputs, those of the direct exchange partner, peers in the same setting, usual past experience and in an ideal course.

4) How do faculty and students compare in their sentiments about the classroom exchange?

To measure sentiments a simplified version of the Nowlis and Green (1957) Mood Adjective checklist was used, in which respondents indicated the degree to which selected adjectives described their feelings (from 0 = not at all to 3 = very). Scores for the adjectives "angry" and "annoyed" were summed as an index of anger; scores for "pleased" and "satisfied" were used as an index of positive satisfaction. Score on the single item "guilty" was treated separately. Additionally, an index of morale was constructed by combining responses (from 1 = strongly disagree to 6 = strongly agree) to the statements, "I usually look forward to coming to this class," and, "My own morale in the course has been high."

5) What is the relationship of perceived inputs and outcomes to sentiments?

i) If faculty or students perceive their own outcomes as less than inputs, will they experience dissatisfaction regardless of any further social comparison?

ii) Which type(s) of comparison are more strongly correlated with sentiments?

Pearson correlation coefficients were run to obtain a measure of association for sentiments with the various equity perceptions regarding one's own outcomes and inputs, those of the direct exchange partner, those of peers, of past experience, and of an ideal class.

6) Since equity researchers have called attention to sex differences in reward allocation (e.g., Leventhal and Lane, 1970; Kidder, Bellettirie, and Cohn, 1977), are the relationships between equity perceptions and sentiments conditional on the sex of the perceiver/exchange participant? Do male and female faculty members or students differ in their perceptions of equity, sentiments about their classroom experiences, or the impact of equity perceptions on sentiments?

Mean scores and standard deviations for equity and sentiment items were compared for male and female faculty members and male and female graduate

students in our samples of courses. The Pearson correlation coefficients described above were also run separately for males and for females. We expected to find similar male-female differences among both faculty and students.

Results

In the preliminary Southern university study respondents were not questioned about the extent to which equity perceptions ordinarily entered into their evaluation of classroom experiences. Table 1 shows the distribution of responses given by faculty and by students in the Midwestern university sample. While less than half of the faculty in these graduate courses

See Table 1

(45.8%) indicated that they had previously thought about equity in the classroom "sometimes" or "often," 63.6% of the students had done so. The mean for graduate student responses, 1.64, was correspondingly higher than the mean for faculty, 1.25. A significant minority of both graduate students (20.9%) and faculty (37.5%), however, indicated that they had "never" thought about their classroom experiences in terms of outcomes over inputs as compared with some reference standard.

Respondents in both the Southern and Midwestern university samples of graduate courses were asked to select the comparison standard they were most likely to use in making equity judgments. In Table 2, the highest percentage

See Table 2

choice for Midwestern faculty was the comparison with what might be expected in an ideal class (38.0%); the lowest was other faculty members teaching

similar courses (4.8%). Southern university faculty were most likely to choose experience in teaching past classes as a reference standard (44.1%); least likely to select students (11.8%). Thus, expressed preferences varied considerably within each sample and were dissimilar across the two samples. Among students the main choices of equity comparisons were also quite varied, with only slightly more similarity between students in the two samples. Only a very small minority in either sample would mainly compare their own inputs and outcomes with those of the instructor, 9.9% and 5.5% of the Midwestern and Southern university students respectively. Students in the Midwestern university sample were most likely to compare with their own experience in other courses (46.3%) or other students in the same class (25.6%). The majority of students in the Southern university sample also selected one of these two comparison choices (28.6% and 29.7% respectively).

The items measuring perceived inputs and outcomes in the Southern university study were limited to four statements pertaining directly to the perceiver and his/her direct exchange partner. Based on the diversity of comparison standard choices made by respondents in this preliminary study, faculty and students in the Midwestern university sample were asked to make a larger set of equity judgments. Table 3 shows the means and standard deviations obtained on equity items for both samples.

See Table 3

In the Southern university sample, both faculty and students seem to view students as less likely than instructors to put more into a course than they get out of it. Instructors also tend to agree ($\bar{X}$ = 4.14) with the idea that students get more out of the course than the instructor, while

students correspondingly tend to disagree ($\bar{X} = 2.71$) with the idea that the instructor got more out of the course than students. Faculty somewhat agree that they have put more into the course than any individiaul student ($\bar{X} = 3.94$); students also tend to agree that the instructor put more into the course ($\bar{X} = 3.77$).

In the Midwestern university sample, where inputs and outcomes were reported separately for self, exchange partner, an ideal class, and self relative to peers and past experience, the faculty and student means were quite similar for most items. The largest difference was for expected outcomes in an ideal class; the mean was higher by half a point for graduate students than for faculty.

Faculty and student sentiments are compared in Table 4 for both the Southern and Midwestern university samples. Mean values for guilt were

See Table 4

uniformly low and nearly identical for faculty and students in both samples of courses. Feelings of anger and irritation or annoyance were clearly higher for graduate students than for faculty in both samples, though the mean values on these items were still very low. Feelings of satisfaction showed moderately strong mean values in both samples, with students at the Midwestern university reporting slightly less satisfaction. Midwestern university students in aggregate also looked forward to their classes less than faculty ($\bar{X} = 4.06$ versus $\bar{X} = 4.76$) and their mean score on the statement, "My morale in this course has been high" was somewhat lower ($\bar{X} = 4.17$ versus $\bar{X} = 4.54$). Likewise, student ratings of their own morale in the Southern university sample were lower than faculty ratings of their own morale ($\bar{X} = 3.64$ versus $\bar{X} = 3.90$).

The correlations of equity items with sentiments for faculty and students in the Southern university sample are presented in Table 5.

See Table 5

For the statement, "I put more into this course than I have gotten out of it," which reflects an assessment of underbenefit in one's own outcomes over inputs without explicit social comparison, there is a moderate positive correlation with anger for faculty ($r = .36$) and somewhat stronger, for students ($r = .49$). For students this perception of underbenefit is also negatively correlated with satisfaction ($r = -.36$) and morale ($r = -.35$). For faculty the corresponding correlations are negative but small ($r = -.18$, $-.11$). Guilt is not expected in the case of underbenefit and the correlations with guilt are in fact small ($r = -.12$ for faculty; $r = .14$ for students).

When we look at perceptions of outcomes relative to inputs for the exchange partner, correlations with sentiments are much smaller. There appears to be no relationship, for example, between faculty perceptions that "students put more in than they got out of the course" and feelings of guilt or anger. The highest correlation for this item among faculty respondents was with morale ($r = -.28$). A decrease in faculty morale was somewhat related to the perception that students put more in than they got out. Among students though, the perception that the instructor put more into the course than he or she got out was not related to morale, nor was it related to anger, and was only very slightly related to satisfaction, which decreased, and guilt, which increased.

For faculty, the perception of disproportionate input relative to students was positively related to anger ($r = .32$) but not much related to any

other sentiment. For students, the largest correlation of a sentiment with this perception (that the instructor was putting more into the course than oneself) was for lower satisfaction (r = -.18).

The perception of disproportionate outcomes relative to the exchange partner appears to have a stronger impact on sentiments. Students' level of agreement with the statement, "The instructor got more out of the course than I," was positively associated with anger (r = .31) and negatively associated with both satisfaction (r = -.42) and morale (-.36). Note that for student respondents the strongest effects of equity perceptions were for one's own outcomes, as related to one's own inputs and as related to the partner's outcomes. For faculty, the perception that "students got more out of the course than I" was related to somewhat greater feelings of anger (.29) and slightly less satisfaction (-.20) but was also the equity perception most strongly related to guilt (-.24); that is, faculty feelings of guilt were slightly less when students got more out of the course than the instructor.

In Table 6 the correlations between equity perceptions and sentiments are presented for the Midwestern university sample, using a different set of equity items. These equity items separate perceptions of inputs and

See Table 6

outcomes and provide additional information on social comparisons outside the immediate exchange relationship. Looking first at own input and own outcomes, note that for faculty and graduate students the effect of perceived input and outcomes on anger, satisfaction and morale run parallel. As own outcomes increase, anger decreases while satisfaction and

morale increase. This is consistent with predictions made by equity theory based on Adams' formula. But anger also decreases or remains the same and satisfaction and morale increase when own inputs increase. The correlations were strongest for the effect of students' perceptions of their own outcomes (anger, r = -.65; satisfaction, r = .76; morale, r = .73). Faculty feelings of anger were more strongly related to their perceived level of input (-.27) than to their outcomes (-.15), while students' anger appears to be focused exclusively on their outcomes, since virtually no relationship is indicated between students' perceived input and anger (r = -.05).

Feelings of guilt among both faculty and students, remember, were small to begin with. The correlational data for students in the Midwestern university sample show no relationship between guilt and any equity item except for own input. Student responses did indicate that the lower their own inputs the greater the feeling of guilt (r = -.17). A related questionnaire item in which students were asked whether they thought that the instructor had put in more than he or she got out was also unrelated to feelings of guilt. Among faculty, the correlation between the equity perception of own input and guilt (r = .17) was of the same magnitude as the correlation for these two items among students, but in the opposite direction and other equity perceptions were more strongly related to faculty feelings of guilt. Outcomes relative to peers had the strongest influence for faculty (r = .37). To the degree that faculty perceived their outcomes in this course to be greater than outcomes experienced by faculty members teaching similar courses, they were more likely to feel guilty! Faculty perceptions of students' outcomes were also positively correlated with guilt (r = .32).

The type of equity perception with the strongest overall effect on sentiments, for faculty, was the comparison of outcome with peers. Specifically, as perceived outcomes obtained in the course relative to those experienced by other faculty members teaching similar courses increased, guilt increased but satisfaction and morale increased more ($r = .67$, $r = .43$), and anger decreased ($r = -.37$). No other equity perception had such a consistent impact on faculty sentiments. The only other faculty correlations which were of this magnitude were for own outcomes with satisfaction and morale, and perhaps students' outcomes with guilt. For students, equity perceptions of various types seemed to have a greater influence on sentiments about their classroom experiences. As noted earlier, student perceptions of their own outcomes had a strong impact on anger, satisfaction, and morale ($r = -.65$; $r = .76$; $r = .73$). The second most important equity perception was that of outcomesrelative to similar other exchanges. To the degree a student perceived that s/he usually got more out a course, anger was greater ($r = .50$), satisfaction was less ($r = -.58$), and morale was lower ($r = -.57$). Students' own input was also correlated with guilt ($r = -.17$), satisfaction and morale ($r = .32$; $r = .33$) but not with anger ($r = -.05$).* Moreover, students' perception of the instructor's input was positively correlated with satisfaction and morale ($r = .49$; $r = .51$) and

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*The positive effect of own input was reflected in two other equity perceptions which incorporated a perception of own input, relative to current peers and to one's own usual performance. As students' perceptions of own input as compared with other students in the same class increased, there was no relationship with anger ($r = -.00$) but satisfaction and morale tended to increase slightly ($r = .18$; $r = .21$). As students' perceptions of own input as compared with usual input in other classes decreased, anger barely increased ($r = .11$), while satisfaction and morale decreased ($r = -.27$ $r = -.27$).

negatively correlated with anger (r = -.33). Like faculty, students in the Midwestern university sample were also influenced by outcomes relative to peers. To the degree a student perceives that s/he has gotten more out of the course than other students, anger is less (r = -.44), satisfaction is greater (r = .52), and morale is higher (r = .49).

Mean values for equity and sentiment items by sex for faculty and students in the Southern university sample are shown in Table 7. There was

See Table 7

no difference for faculty or students between males and females in response to the statement, "I put more into this course than I got out." For the equity perception regarding the exchange partner's ratio of inputs to outcomes, females more strongly disagreed that the exchange partner was "underbenefited." The difference in means was small, but very similar for faculty and students (d = .22, .25). Male faculty were more likely to agree that the instructor had put more into the class than an individual student (d = .55). Male students also were more likely to agree that the instructor had put more into the course than the student himself (d = .33). With respect to relative outcomes, both faculty and student females expressed more agreement than their male counterparts with the statement that the exchange partner had gotten more out of the course than the respondent herself (d = .16 for faculty; d = .14 for students).

For sentiments, male-female differences were not consistent across faculty and students. The mean for guilt was lower for female faculty members (d = -.19) but higher for female students (d = .09).

Feelings of anger were nearly the same for male and female faculty members but were higher for female students than for male students (d = .38). The degree of satisfaction and morale was also quite similar for male and female faculty members but lower for female students than for male students (d = -.20 for satisfaction; d = -.25 for morale). Thus, except for guilt, male and female faculty members in the Southern university sample expressed very similar sentiments about their classroom experiences. Among student respondents, females as a whole had lower morale, were less satisfied, more angry and felt slightly more guilty than males.

In the Midwestern university sample, the equity items which were closest to the ones used in the earlier Southern university study concerned one's own perceived inputs and outcomes and those of the direct exchange partner. The means for these and other equity items for male and female faculty and students in the Midwestern university sample are provided in Table 8.

See Table 8

Female faculty had a higher mean score than male faculty for their own input (d = .29) and, to a lesser extent, for own outcomes (d = .08), but the faculty perceptions of students' inputs and outcomes were similar for males and females. Among students, females' own perceived input was again higher (d = .36) while the mean for own outcomes was similar to that for males (d = .04). Perceived input of the instructor was also higher for female students (d = .31). Students in the Midwestern university sample did not directly rate instructor's outcomes, but the mean response to the statement, "The instructor puts more in than he/she got out," was identical for males and females.

An interesting male-female difference among faculty is in the social comparison with other faculty teaching similar courses. Mean perceived input relative to other faculty was higher for females than for males (d = .26) while mean perceived outcomes relative to other faculty members was lower for females (d = -.21). Female faculty members were considerably more likely than males to have previously thought about equity in the classroom (d = 1.12). By contrast, female students were less likely than their male counterparts to have previously thought about equity in the classroom (d = -.27). Female students as a whole rated their inputs only somewhat higher than did male students (d = .13), and rated their outcomes about the same as males (d = .04). Mean scores of female students were higher than males' for the items on ideal input and ideal outcomes (d = .35, and .16 respectively). This difference was more pronounced for female faculty (d = .53, d = .55). Of female versus male faculty in this sample of courses as a whole, then, one might say that their ideal inputs and outcomes were higher; their actual level of own perceived inputs was higher; relative to other faculty they were more likely to feel they had put more in and less likely to feel they had gotten more out; and they had more often thought about equity in evaluating their classroom experiences.

Yet in sentiments, female faculty members reported no anger (d = -.18) and less annoyance (d = -.22) as well as no guilt (d = -.47). Their level of feeling "pleased" and "satisfied" was somewhat less than their male counterparts (d = -.25, -.06) and they expressed less agreement with the statement, "My morale in this class has been high" (d = -.25) but they were more likely than the males to agree that "I look forward to coming to this class" (d = .17). For students, the mean sentiment scores in the Midwestern

sample are also somewhat inconsistent. Female students were feeling somewhat more guilt (d = .09) and were more angry (d = .26) and more annoyed (d = .15) yet also had somewhat higher mean scores for feeling "pleased" and "satisfied" (d = .07, d = .19) as well as for the two morale items (d = .10, .13).

The final question considered in this paper is whether correlations between equity perceptions and sentiments are conditional on sex, that is, whether the effects of equity perceptions vary with the sex of the perceiver. The relevant correlations for the Southern sample are presented in Table 9.

See Table 9

Clearly, perceptions of "underbenefit" in one's own individual ratio of outcomes to input were more strongly related to sentiments (other than guilt) among females than among males, and this was true for both faculty and graduate students. By contrast, faculty perceptions of students' putting in more than they were getting out had about the same effect on sentiments for males as it had for females. Student perceptions that the instructor was experiencing "underbenefit" had more impact on females than males in that the females were more angry and less satisfied but the males were more likely to feel guilty.

For faculty, the perception of having put more into the course than any individual student was more strongly related to all sentiments among females than among males. Among the females anger went up, satisfaction and morale went down and, curiously, there was also a strong positive correlation with guilt which did not appear among male faculty members in this sample of courses. Student perceptions that the instructor had put more into the

course than he/she got out of it did not seem to be related to any sentiments among females but did increase sense of guilt among males as well as reduce satisfaction and lower morale somewhat.

To the extent students were viewed by faculty as getting more out of the course than the instructor, guilt was lower for both males and females but the effect was stronger for females, as was the associated decline in satisfaction, though morale increased for males while remaining basically unaffected for females. Among students, the perception that the instructor got more out of the course than the respondent was not associated with guilt for either males or females and was associated with anger for both but had a much greater effect on females in reducing morale and satisfaction.

Table 10 presents the correlations between equity perceptions and sentiments* by sex for faculty in the Midwestern university sample.

See Table 10

With perceptions of own input and own outcomes as well as perceptions of students' input and students' outcomes, the magnitude of correlations overall was greater for females. For example, for female faculty in this sample there was a very strong negative correlation between anger and students' input ($r = -.92$) while there was a slight positive correlation ($r = .14$) between these two items for the male faculty. Satisfaction is highly and positively correlated with own outcomes ($r = .87$) for females, but not so for males ($r = .07$). Additionally, the correlations by sex with students' outcomes show that the negligible correlations obtained for the faculty

*Since females reported no feelings of guilt, no correlations with guilt were computed for this subsample.

sample as a whole are misleading because the direction of the relationships with anger, satisfaction and morale are opposite for male and female faculty. This kind of reversal is also seen for the effect of perceived input relative to other faculty by sex, though the effect of perceived outcomes relative to other faculty on anger, satisfaction and morale is quite similar for males and females.

Correlations between equity items and sentiments for students in the Midwestern university sample are displayed in Table 11. Among students,

See Table 11

sex differences were not so striking or uniform as they were among faculty. Focusing on perceptions of own input and outcomes and those of the exchange partner/instructor, some differences in the magnitude of correlations exist but the directions and general pattern of relationships are the same for males and females. Among males correlations with sentiments are somewhat stronger for perceptions of instructor inputs while own inputs and outcomes are more strongly related to sentiments among the females. For the remaining equity items too it appears that the correlations with sentiments which were obtained for students overall reflect fairly well the pattern of relationships among both male and female students in the Midwestern sample.

Discussion

The results outlined in the previous section indicate that equity concerns do have a bearing on classroom interaction. The majority (63.6%) of graduate students in the Midwestern university study, for example, reported having previously thought about their classroom experiences in terms of equity. Equity concerns focused on classroom interaction seemed less salient for faculty, though 45.8% had also thought about equity in the classroom setting before. The percentages of faculty and students who reported they had never previously thought about their classroom experiences in terms of relative inputs and outcomes were high enough, however, to serve as a caution. There has been a tendency among equity theorists to assume that equity concerns apply, uniformly, to persons engaged in particular kinds of social exchanges, but this was not the case among faculty and students in our sample. The considerable variance in the extent to which equity, as defined by Adams, was recognized as a significant feature of classroom interaction raises the possibility that individuals within a given exchange setting vary in personal disposition to be concerned with equity in evaluating social exchanges of various kinds. Laboratory experiments which feature manipulations of variables that sensitize subjects to equity issues and/or measures that "force" subjects to make equity judgments tell us little about persons' inclinations to raise questions of equity in the course of an ongoing social exchange in the natural setting. More attention needs to be given to empirical investigation of the salience of equity perceptions in everyday social exchange, to the factors which influence individual perceiver differences and the implications for predictions of perceiver sentiments and subsequent behaviors based on equity judgments.

Comparisons in equity calculations

Another difficulty in applying equity theory which was illustrated by our results concerns the comparison standards selected by social exchange participants. Neither Homans nor Adams provided adequate guidelines for predicting choice of comparison standard, though the comparison standard is a central feature of their conceptualizations of justice and equity. Austin and Walster (1975) later identified a "paucity of research on the comparison processes involved in the perception of equity" as a major shortcoming of equity theory (p. 475). Homans and Adams called attention primarily to "comparisons made by a participant (Person) to others in the immediate situation who are in some way linked to an ongoing relationship with Person" (Austin and Walster, 1975: 476). But others in the immediate situation do not exhaust the possibilities for relevant social comparisons, and it is unclear which individuals or groups in the immediate situation a person may select to compare with him/herself. Festinger (1954) proposed that persons prefer to make comparisons with others at the same ability level, yet some experimental findings (Wheeler, 1969; Gruder, 1971) showed individuals more inclined to compare themselves with others who are the most dissimilar in performance. Zanna et al. (1975) suggested that perception of related attributes is actually the critical dimension, rather than performance.

We initially expected that despite possible differences between faculty and students a fairly high degree of consensus might appear among faculty and among students in main comparison choice, but the actual findings give an overall impression of considerable diversity among both. The results did show, however, that the most likely comparison standard for exchange participants in the teacher-student relationship was generally not the direct exchange partner.

This could potentially be explained on the grounds of either performance dissimilarity or related attributes dissimilarity. Students and faculty were asked in an open-ended question why they had not chosen the direct exchange partner as the most likely comparison standard, where this was applicable. Responses identifying differences in goals/motivation, role expectations, prior training/knowledge might be interpreted as dissimilarity in performance or related attributes. As one student put it, comparison with the instructor would just be like "comparing apples and oranges." Another inhibiting factor was the perceived inability to ascertain accurately the outcomes and inputs of the exchange partner.

The most likely main choice for faculty in the Southern university sample was past experience teaching similar courses; for faculty in the Midwestern university sample, an ideal class. Graduate students' two most likely choices in both samples were other students in the same class or own past experience in other classes. Note that apart from the choice of other students in the same class, these comparison standards move outside the immediate exchange setting. The frequency of such responses argues strongly for going beyond the immediate exchange setting when conceptualizing comparison groups and gives some credence to Austin and Walster's (1975) observations about the transrelational effects of equity and inequity.

Distributive justice norms in classroom interaction

In the Southern university sample respondents evaluated their own outcomes and inputs as compared with those of the exchange partner. The mean values obtained on these equity items throw some light on another important feature of social exchange which applies to classroom interaction, namely, the underlying norms of distributive justice which influence equity

perceptions. These norms provide guidelines regarding appropriate correlations between inputs and outcomes. We would expect, following Pritchard (1969), to find differences in the nature and effects of equity perceptions across social situation varying on an intimate-impersonal continuum (e.g., from marriage to work relationships) because the relevant norms defining these situations for participants vary. In this study we also found differences within a given social situation associated with varying role expectations, that is, differences in normative expectations attached to particular social positions as distinguished from other social positions in the same setting. Faculty and students alike made a consistent distinction between the outcome/input ratio of the instructor versus the outcome/input ratio of students. The shared definition of the situation which appears to characterize social exchange in the graduate classroom is that instructors, but not students, are expected to put more in than they get out. The instructor is expected to put more in than any individual student but students are expected to get more out of the course than the instructor. This represents an asymmetrical social exchange in which a certain degree of underbenefit for faculty and relative overbenefit for students is expected and even desired. To the degree this sort of inequity in the classroom is socially legitimated and recognized by both parties in the teacher-student exchange, perceptions of underbenefit should create more anger and more strongly affect satisfaction and morale among students than among faculty. This was in general what we found.

Guilt

Guilt is the emotion predicted by equity theory when a person perceives him/herself overbenefited in a social exchange. Consistent with the equity

proposition that the threshold for perception of overbenefit is higher than for perception of underbenefit, guilt was the most infrequently reported mood. If guilt is an important motivational link to subsequent behaviors, though, it warrants further study. In an open-ended question faculty and graduate students in the Midwestern sample were asked, if they had ever felt guilty about their classroom experiences, what they did as a result. In keeping with the techniques for equity reduction suggested by Adams, the majority of both faculty and students who responded to this item indicated that they increased their effort (input). Faculty and students in both our university samples reported very similar mean levels of guilt, but they differed somewhat in the correlations obtained between guilt and equity perceptions. When we first analyzed the Southern university data (Rouse, 1979) and noted that the highest correlation (still only $r = .16$) was with guilt for perception that the instructor put more into the course than he or she got out, we suggested the following tentative general proposition, termed "The Sympathy Proposition": The greater the disproportion a person perceives in the outcome/input (or profit/investment) ratio of another with whom he or she is engaged in a social exchange, the more likely a person is to feel guilt. The correlation we had obtained was small because the sympathy effect was conditional on other features of the ongoing interation -- e.g., a person's sense of responsibility for another's outcomes, liking for the other, degree of self-other similarity perceived by the person, etc. -- for which data were lacking in this study. Subsequent analyses to date gave very little support for such an idea. While Southern university faculty did report less guilt as agreement with the statement that "students got more out of the course than I" increased ($r = -.24$), guilt was not correlated with their

perception that students put more into the course than they got out ($r = -.02$). Among faculty in the Midwestern university sample, guilt was positively correlated with perceived student outcomes ($r = .32$) as well as student inputs ($r = .16$). Further, among students in the Midwestern university sample, no guilt was associated with the perception that the instructor put more into the course than he or she got out ($r = .004$). The only equity perception related to guilt in this student sample was own input ($r = -.17*$), but the same relationship was not obtained for faculty. Overall, we have seen no convincing systematic evidence in these data of a connection between perceptions of equity and guilt.

Effects of equity perceptions on sentiments

In the Southern university sample, the correlations of anger with faculty and students' perceptions that they had put more into the course than they got out were moderately strong, despite the absence of any further, explicit social comparison. This argues against an uncritical assumption in equity theory that it is not the absolute magnitude of one's own perceived inputs and outcomes that leads to perceived inequity, it is only one's situation relative to that of a comparison other. Rather, our findings confirm the usefulness of making a theoretical distinction between "own inequity" and "comparison inequity" (Weick and Nessert, 1968). Such an approach is also consistent with Pritchard's (1969) alternative equity theory which postulates that inequity arises first and foremost from the lack of correspondence between a person's own inputs and outcomes (an "internal standard"). For students, the perception of own inequity was the single item most highly correlated with all the sentiments other than guilt.

The perception of relative deprivation in outcomes was the only other similarly influential item: To the degree the instructor was viewed as getting more out of the course than oneself, students were again more angry, less satisfied and had lower morale. Faculty morale and satisfaction were not as much influenced by the perception that students were getting more out of the course than the instructor, but even among faculty this item was positively correlated with anger as well as slightly, negatively correlated with guilt.

The Midwestern university sample provided additional insight into what appeared to be the most important type(s) of equity comparisons influencing sentiments. For the Midwestern faculty sample as a whole the single most important comparison was outcomes relative to peers, that is, other faculty members teaching similar courses. In one respect it is curious that this equity perception was most strongly correlated with sentiments -- because only one out of twenty-five faculty members in this sample had selected "other faculty teaching similar courses" as their most likely choice for a comparison standard in making equity judgments. The other important equity perception for faculty was own outcomes.

For students, own outcomes -- independent of any outside social comparison -- was the most important equity perception. Several outcome comparisons also had a strong effect on student sentiments -- outcomes relative to other students in the same class and outcomes relative to own experience in other classes. As instructor inputs increased, so did student satisfaction and morale while anger decreased. This is consistent with Adams' formula for a social comparison with the instructor made by students (up to the point where instructor inputs relative to instructor outcomes place students in a situation of overbenefit). However, inputs

while not related to anger, were positively related to satisfaction and morale in each of the three remaining social comparisons correlated with student sentiments (i.e., own inputs, inputs relative to peers, and inputs relative to experience in other courses). According to the equity formula introduced by Adams, other things being equal, an increase in inputs relative to the comparison standard should be associated with an increase in anger and decrease in positive satisfaction. This anomaly in the classroom setting may appear in other social exchanges as well and raises a question about the meaning of inputs in equity calculations.

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TABLE 1. HAVE PREVIOUSLY THOUGHT ABOUT EQUITY IN CLASSROOM EXPERIENCES, MIDWESTERN UNIVERSITY

	FACULTY (n = 25)		STUDENTS (n = 130)	
	Number	Adj. Percent*	Number	Adj. Percent**
Never	9	37.5	27	20.9
Seldom	4	16.7	20	15.5
Sometimes	7	29.1	54	41.9
Often	4	16.7	28	21.7
Total	24	100.0%	129	100.0%
Mean (Std. Dev.)	1.25	(1.15)	1.64	(1.04)

* Missing cases = 1 (4.0%)
**Missing cases = 1 (0.8%)

TABLE 2. CHOICE OF COMPARISON STANDARD

"In trying to decide how equitable your classroom experiences in this course have been, would you compare your own situation (what you have put in versus what you have gotten out of this course) MAINLY with the situation: (check one)."

FACULTY	n = 25 MIDWESTERN UNIVERSITY #	%	n = 36 SOUTHERN UNIVERSITY #	%
Of students in this class	5	23.8	4	11.8
Of other faculty members teaching similar courses	1	4.8	9	26.5
That you have experienced in teaching previous classes	6	28.6	15	44.1
That you might expect in an ideal class	8	38.0	5	14.7
Other	1	4.8	1*	2.9
Total	21	100.0%	34	100.0%

*"Own experience as a graduate student"
Missing 4, 2

STUDENTS	n = 130 #	%	n = 99 #	%
Of the instructor	12	9.9	5	5.5
Of other students in this class	31	25.6	27	29.7
Of friends, in same or other classes	--	--	6	6.6
That you have experienced yourself in other classes	56	46.3	26	28.5
That you might expect in an ideal class	12	9.9	19	20.9
Other	10	8.3	8	8.8
Total	121	100.0%	91	100.0%

Missing 9, 8

TABLE 3. PERCEIVED INPUTS AND OUTCOMES OF FACULTY AND STUDENTS

SOUTHERN UNIVERSITY*	FACULTY Mean	FACULTY (Std. Dev.)	STUDENTS Mean	STUDENTS (Std. Dev.)
I have put more into this course than I got out	3.47	(1.26)	2.72	(1.70)
Students (the instructor) seem(s) to have put more into this course than they (he or she) got out of it	2.31	(.72)	3.04	(1.14)
I put more into this course than any individual student (the instructor put more into this course than I have)	3.94	(1.37)	3.77	(1.27)
Students got more out of this course than I (the instructor probably got more out of this course than I did)	4.14	(1.00)	2.71	(1.16)

MIDWESTERN UNIVERSITY**	FACULTY Mean	FACULTY (Std. Dev.)	STUDENTS Mean	STUDENTS (Std. Dev.)
How much I have put into this course altogether	3.66	(1.05)	3.82	(.83)
How much I have gotten out of this course	3.41	(.80)	3.46	(1.04)
Students/instructor put in	3.61	(.81)	3.67	(.97)
Students/instructor got out	3.56	(.79)	--	--
Compared with other faculty/students I put in (less-more)	3.38	(.56)	3.31	(.73)
Compared with other faculty/students I got out (less-more)	3.42	(.64)	3.39	(.73)
Usually I put in (less-more)	3.06	(.61)	3.15	(.76)
Usually I get out (less-more)	3.03	(.71)	3.39	(.85)
In an "ideal" class I would put in	4.10	(1.01)	4.20	(.79)
In an "ideal" class I would get out	4.15	(1.05)	4.64	(.48)

* Item scores from 1 = strongly disagree to 6 = strongly agree
** Item scores from 1.0 = very little to 5.0 = a lot; usual and peer comparison scored from 1.0 = much less to 5.0 = much more.

TABLE 4. FACULTY AND STUDENT SENTIMENTS

SOUTHERN UNIVERSITY	FACULTY Mean	FACULTY (Std. Dev.)	STUDENTS Mean	STUDENTS (Std. Dev.)
Guilt*	.37	(.55)	.36	(.59)
Angry or irritated*	.31	(.63)	.57	(.92)
Satisfied or content*	1.97	(.56)	2.08	(.89)
Morale**	3.90	(.63)	3.64	(1.12)

* Scored from 0 = not at all to 3 = very
** Scored from 1 = very low to 5 = very high

MIDWESTERN UNIVERSITY	FACULTY Mean	FACULTY (Std. Dev.)	STUDENTS Mean	STUDENTS (Std. Dev.)
Guilt*	.32	(.56)	.28	(.50)
Angry, annoyed*	.12, .40	(.33, .65)	.59, .95	(.84, .95)
Pleased, satisfied*	1.80, 1.92	(.71, .81)	1.65, 1.69	(.94, .95)
Morale**				
"I look forward to this class"	4.76	(1.05)	4.06	(1.53)
"My morale is high"	4.54	(1.06)	4.17	(1.61)

* Scored from 0 = not at all to 3 = very
**Scored from 1 = strongly disagree to 6 = strongly agree

TABLE 5. PEARSON CORRELATIONS OF INPUT/OUTCOME ITEMS WITH SENTIMENTS, SOUTHERN UNIVERSITY

	FACULTY (n = 36)				STUDENTS (n = 99)			
	Guilt	Anger	Satis.	Morale	Guilt	Anger	Satis.	Morale
I put in more than I got out	-.12	.36*	-.18	-.11	.14	.49**	-.36**	-.35**
Students (the instructor) put in more than they (he or she) got out	-.02	-.04	-.19	-.28*	.16	.07	-.14	-.005
I put in more than any individual student, or, the instructor put in more than I	.16	.32*	-.12	-.004	.14	-.11	-.18*	-.08
Students got more out than I, or the instructor got more out than I	-.24	.29*	-.20	.10	.05	.31**	-.42**	-.36**

* $p \leq .05$
** $p \leq .001$

TABLE 6. PEARSON CORRELATIONS OF INPUT/OUTCOME ITEMS WITH SENTIMENTS, MIDWESTERN UNIVERSITY

	FACULTY (n = 25)				STUDENTS (n = 130)			
	Guilt	Anger	Satis.	Morale	Guilt	Anger	Satis.	Morale
Own input	.17	-.27	.25	.20	-.17*	-.05	.32**	.33**
Own outcomes	.13	-.15	.39*	.40*	-.05	-.65**	.76**	.73**
Exchange partner's input	.16	-.03	.09	.26	.06	-.33**	.49**	.51**
Exchange partner's outcomes	.32	.06	.16	.07	--	--	--	--
Input relative to peers	-.08	-.28	.22	.05	-.03	-.00	.18*	.21*
Outcomes relative to peers	.37*	-.37*	.67**	.43*	-.02	-.44**	.52**	.49**
Input relative to similar past exchanges	-.02	.03	-.10	-.18	.09	.11	-.27**	-.27**
Outcomes relative to similar past exchanges	-.22	.18	-.14	-.18	.02	.50**	-.58**	-.57**
Ideal input	-.28	-.09	.23	.25	-.01	.07	.02	.05
Ideal outcomes	-.06	-.05	.23	.18	-.01	.06	-.01	-.08

* $p \leq .05$
** $p \leq .001$

Note: Related to influence of exchange partner's outcomes was an item on the student questionnaire asking for level of agreement with the statement, "the instructor probably put more in than he or she got out of the course." Correlations for this item with sentiments were .004 (guilt), .01 (anger), -.11 (satisfaction), and -.04 (morale).

TABLE 7. COMPARISON BY SEX, OF MEANS (AND STANDARD DEVIATIONS) FOR EQUITY AND SENTIMENT ITEMS, SOUTHERN UNIVERSITY

SOUTHERN UNIVERSITY	FACULTY		STUDENTS	
Equity Items:	MALE n = 23	FEMALE n = 13	MALE n = 50	FEMALE n = 49
I put more in than I got out	3.48 (1.16)	3.46 (1.51)	2.73 (1.03)	2.71 (1.31)
Students (the instructor) put more in than they (he or she) got out	2.39 (.72)	2.17 (.72)	3.17 (1.23)	2.92 (1.04)
I put more in than any individual student, or, the instructor put more in than I	4.13 (1.33)	3.58 (1.44)	3.94 (1.19)	3.61 (1.34)
Students got more out than I, or, the instructor got more out than I	4.09 (.90)	4.25 (1.22)	2.64 (1.01)	2.78 (1.30)
Sentiments:				
Guilt	.44 (.59)	.25 (.45)	.32 (.59)	.41 (.61)
Angry or irritated	.30 (.70)	.33 (.49)	.38 (.73)	.76 (1.05)
Satisfied or content	1.96 (.64)	2.00 (.42)	2.18 (.77)	1.98 (.99)
Morale	3.96 (.56)	3.92 (.76)	3.76 (1.00)	3.51 (1.23)

TABLE 8. COMPARISON BY SEX OF MEANS (AND STANDARD DEVIATIONS) FOR EQUITY AND SENTIMENTS ITEMS, MIDWESTERN UNIVERSITY

MIDWESTERN UNIVERSITY	FACULTY				STUDENTS			
	MALE n = 17		FEMALE n = 8		MALE n = 67		FEMALE n = 62	
EQUITY ITEMS:								
Own input	3.57	(1.12)	3.86	(.93)	3.64	(.79)	4.00	(.84)
Own outcomes	3.38	(.63)	3.46	(.115)	3.44	(.91)	3.48	(1.17)
Exchange partner's input	3.62	(.78)	3.59	(.94)	3.54	(.95)	3.85	(.95)
Exchange partner's outcomes	3.54	(.83)	3.59	(.74)	-- *		-- *	
Input relative to peers	3.30	(.47)	3.56	(.76)	3.25	(.75)	3.38	(.71)
Outcomes relative to peers	3.48	(.70)	3.27	(.46)	3.37	(.76)	3.41	(.72)
Input relative to similar past exchanges	3.06	(.74)	3.06	(.22)	3.20	(.77)	3.09	(.75)
Outcomes relative to similar past exchanges	3.08	(.82)	2.94	(.42)	3.48	(.80)	3.28	(.90)
Ideal input	3.93	(1.16)	4.46	(.40)	4.03	(.94)	4.38	(.56)
Ideal outcomes	3.98	(1.24)	4.53	(.35)	4.57	(.55)	4.73	(.36)
How often I have thought about equity in classroom experiences	.88	(1.03)	2.00	(1.07)	1.77	(.97)	1.50	(1.11)
SENTIMENTS:								
Guilt	.47	(.62)	.00	(.00)	.23	(.42)	.32	(57)
Angry, annoyed	.18 (.39),	.47 (.72)	.00 (.00)	.25 (.46)	.46 (.73),	.87 (.94)	.72 (.93).	1.02 (1.01)
Pleased, satisfied	1.88 (,70),	1.94 (.83)	1.63 (.74),	1.88 (.84)	1.63 (.94),	1.61 (.94)	1.70 (.95),	1.80 (.96)
Morale								
"I look forward to this class"	4.71	(1.16)	4.88	(.84)	4.00	(1.48)	4.10	(1.60)
"My morale is high"	4.63	(1.03)	4.38	(1.19)	4.10	(1.58)	4.23	(1.66)

*On a related item, agreement with statement "The instructor probably put more into this course than he/she got out" (1 = strongly disagree to 6 = strongly agree), the mean score (and standard deviation) was 3.42 (1.27) for males and 3.42 (1.15) for females.

TABLE 9. COMPARISON BY SEX, OF PEARSON CORRELATION COEFFICIENTS FOR EQUITY PERCEPTIONS WITH SENTIMENTS, SOUTHERN UNIVERSITY

SOUTHERN UNIVERSITY, FACULTY (n = 36)

	MALES (n = 23)				FEMALES (n = 13)			
	Guilt	Anger	Satis.	Morale	Guilt	Anger	Satis.	Morale
I put more in that I got out	-.25	.31	.03	.31	.18	.51*	-.74*	-.60*
Students put more in than they got out	-.10	-.07	-.16	-.29	.13	.07	-.30	-.29
I put more in than any individual student	-.02	.30	.007	.37*	.58*	.43	-.44	-.51*
Students got more out than I	-.16	.32	-.15	.28	-.37	.25	-.35	-.07

SOUTHERN UNIVERSITY, STUDENTS (n = 99)

	MALES (n = 50)				FEMALES (n = 49)			
	Guilt	Anger	Satis.	Morale	Guilt	Anger	Satis.	Morale
I put in more than I got out	.18	.28*	-.22	-.05	.12	.63**	-.46**	-.54**
The instructor put more in than he or she got out	.22	-.07	-.04	.11	.12	.23	-.27*	-.15
The instructor put more in than I	.24*	-.12	-.29*	-.16	.07	-.07	-.15	-.05
The instructor got more out than I	.01	.31*	-.12	-.10	.07	.31*	-.59**	-.50**

* $p \leq .05$
** $p \leq .001$

TABLE 10. COMPARISON BY SEX, OF PEARSON CORRELATION COEFFICIENTS FOR EQUITY PERCEPTIONS WITH SENTIMENTS, MIDWESTERN UNIVERSITY

MIDWESTERN UNIVERSITY FACULTY, n = 25

Equity Items	MALES (n = 17) Guilt	Anger	Satis.	Morale	FEMALES (n = 8) Guilt[a]	Anger	Satis.	Morale
Own input	.28	-.25	.20	.12	--	-.22	.42	.42
Own outcomes	.26	-.14	.07	.22	--	-.27	.87*	.68*
Exchange partner's input	.21	.14	-.15	-.09	--	-.92**	.57	.92**
Exchange partner's outcomes	.42*	.35	-.10	-.25	--	.88*	.55	.86
Input relative to peers	-.00	-.32	.50*	.27	--	-.05	-.31	-.29
Outcomes relative to peers	.37	-.44*	.67*	.40	--	-.40	.80*	.62
Input relative to similar past exchanges	-.02	.05	-.08	-.19	--	-.22	-.28	-.18
Outcomes relative to similar past exchanges	-.31	.20	-.26	-.27	--	-.26	.37	.18
Ideal input	-.20	.001	.32	.30	--	-.31	-.18	.21
Ideal outcomes	.04	.001	.29	.23	--	.40	.09	.06

[a] Could not be computed
* $p \leq .05$
** $p \leq .001$

TABLE 11. COMPARISON BY SEX, OF PEARSON CORRELATION COEFFICIENTS FOR EQUITY PERCEPTIONS WITH SENTIMENTS, MIDWESTERN UNIVERSITY

MIDWESTERN UNIVERSITY STUDENTS, n = 130[a]

Equity Items	MALES (n = 67) Guilt	Anger	Satis.	Morale	FEMALES (n = 62) Guilt	Anger	Satis.	Morale
Own input	-.20*	-.01	.17	.28*	-.21*	-.13	.46**	.39**
Own outcomes	.01	-.56**	.70**	.68**	-.08	-.71**	.81**	.79**
Exchange partner's input	.12	-.40**	.62**	.59**	.01	-.31*	.34*	.45**
Exchange partner's outcomes[b]	-.06	.06	-.04	-.06	.06	-.04	-.20	-.02
Input relative to peers	.06	-.02	.09	.20*	-.13	.003	.27*	.21*
Outcomes relative to peers	.13	-.45**	.45**	.50**	-.18	-.46**	.61**	.48**
Input relative to similar past exchanges	.16	.22*	-.29*	-.26*	.04	.03	-.25*	-.28*
Outcomes relative to similar past exchanges	.004	.45**	-.54**	.51**	.04	.56**	-.61**	-.64**
Ideal input	.005	.14	-.15	-.02	-.09	-.06	.22*	.16
Ideal outcomes	-.001	-.02	-.08	-.13	-.04	.13	.02	.01

[a] information on sex was missing for one respondent

[b] correlations for related item, "The instructor probably put more into this course than he or she got out."

* $p \leq .05$

** $p \leq .001$